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ABSTRACT

The Enrollment Management Plan proposed in this report was developed in an effort to provide a comprehensive framework for organizational analysis, planning, and evaluation for the Off-Campus Program of the Community College of Rhode Island. The introductory sections of the report offer background information, define enrollment management, and identify aspects of higher education management with comparable elements in business marketing (e.g., student recruitment, retention, and institutional adaptation and renewal). Section 1 presents specific recommendations in the area of institutional research, highlighting the need for enrollment statistics, trend data, admissions data, outcome studies, and enrollment centers. Section 2 offers recommendations concerning academic affairs, suggesting the creation of advisory boards for satellite centers, the development of flexible course schedules, the provision of incentive/recognition awards, the expansion of the high school enrichment program, the enhancement of business/agency linkages, and the improvement of television services. Section 3 focuses on recommendations for off-campus student services, suggesting ways to eliminate "red tape," to create a sense of community at satellite campuses, to improve services, to increase student involvement, and to improve staff training. In section 4, suggestions are provided for program promotion and student recruitment, including ideas concerning advertising, registration, publicity, community contacts, and differentiated marketing. The final sections offer suggestions for the improvement of the Off-Campus Program. (RO)

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APPLYING MARKETING CONCEPTS TO HIGHER EDUCATION: DEVELOPMENT OF AN ENROLLMENT MANAGEMENT PLAN FOR THE OFF-CAMPUS PROGRAM

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APPLYING MARKETING CONCEPTS TO HIGHER EDUCATION:
DEVELOPMENT OF AN ENROLLMENT MANAGEMENT PLAN
FOR THE OFF-CAMPUS PROGRAM

BRYAN BLANCHARD, Ph.D.

Introduction.

My three years with the Off-Campus Program have given me a unique perspective on how the College relates to its more remote constituencies and on how we might increase our service to the state. As I return to the main campus, it seems a good time to set down my thoughts and share them with those who are replacing me and with other College colleagues. What is needed for continuing growth off-campus is an Enrollment Management Plan--or, if you prefer, a marketing plan in the broadest sense of that term. What I have written in the following pages is a first cut, a series of ideas and possible components which could be combined into such a plan. If any of the ideas could be used to improve our main campus activities, so much the better.

A Call for an Enrollment Management Plan.

This paper is A Call for new ideas and new thinking on how we might develop our Off-Campus Program to better serve Rhode Island. Some of what I have written will seem foolish and some will have to be informed or corrected by facts not now known to me. I realize this, but it is worth exposing my ignorance to stir a useful internal dialogue. My hope is that we can create a comprehensive plan for the Off-Campus Program and persuade the College to devote adequate resources to implementing it. Towards this end, your reactions to this paper are enthusiastically invited.

Enrollment Management.

Enrollment Management is one of several strategic management perspectives which can provide a comprehensive framework for organizational analysis, planning, and

evaluation. It focuses on enrollment statistics as its primary outcome variable, although it can be used to equate enrollment outcomes to costs. Essentially Enrollment Management is higher education's marketing concept--perhaps renamed because educators are so reluctant to use the business term--in that it considers all of marketing's classic issues and offers corresponding elements of its own.

COMPARABLE ELEMENTS: MARKETING AND ENROLLMENT MANAGEMENT

Marketing/Business Elements	Enrollment Management/Higher Education Elements
Communications	advertising, public relations, public information, communications, promotion, community contacts, agency or organizational contracts, recruitment.
Distribution	campus location, satellite sites, business/industry linkages, T.V. courses, self-paced study, credit by exam, credit for experience.
Pricing	tuition policy, financial aid packages, credit policies, opportunity costs.
Market Research	societal analysis, community need assessment, economic development surveys, response to requests.
Product Evaluation	program evaluation, faculty and staff evaluation, general and specialized accreditation, learning assessment.
Production	student/faculty satisfaction, costs of instruction and support services, attrition studies, input quality, outcome studies.
Competition	other public/private institutions, duplication of mission by other providers, alternatives to higher education.
Product Development	institutional adaptations, curriculum development, staff development, forecasting.

From the perspective of marketing and Enrollment Management, there are three primary clusters of institutional activities which together constitute a total management system. The clusters are 1) recruitment (including public information, advertising, distribution, pricing/financial aid); 2) retention efforts aimed at satisfying (and keeping) students who enroll (which encludes student services, academic assistance, orientation, and program evaluations; and, 3) institutional adaptation and renewal so that the College is responsive to student needs and can effectively position itself to serve new constituencies in the future. The suggestions made in this paper relate mainly to the recruitment cluster, although some attention is given to the other two.

It is important to emphasize the retention and adaptation clusters, especially because marketing in higher education is frequently -- and sometimes accurately -- criticized as an isolated focus on recruitment with little concern for the fit between the students attracted and the real opportunities offered by an institution. Writing in the New Directions for Community Colleges series, Don Creamer has labeled the approach of some colleges the "enroll them first then decide if it was a good idea" syndrome. Clark Kerr has been even more blunt: he says marketing threatens to turn higher education into one vast used car lot. With some colleges engaging in questionable survival practices, such as exorbitant placement claims, tuition discounts for students who recruit other students, and payment of admissions representatives on a head-hunting basis, it is easy to understand Kerr's fears. But marketing need not be just recruitment and "hard sell". In business, marketing is seen as a total system; with proper emphasis on the retention and adaptation clusters, it can be equally effective in higher education. Peter Drucker has advised businessmen that "marketing's purpose is to make selling superfluous". This is good advice for colleges, too.

The point is that to attract students we must be responsive to student needs. Unscrupulous recruiters should remind themselves of marketing's iron law: the best way to kill a bad product is to advertise it.

A Caveat.

Enrollment growth is frequently construed as a primary criterion of institutional health. This compilation of proposals is not based on that premise: health ought to be judged on the appropriateness of programs, their effectiveness, and the efficiency with which an institution administers them. But, if we assume that we are fulfilling our mission through the delivery of sound instruction and a proper program mix, it follows that the Rhode Island population would benefit from increased association with the Community College. It is with this idea in mind that these suggestions are offered as a means of better informing our constituents of the opportunities we offer.

We should be aware, however, that the preoccupation with advertising and recruitment -- two marketing subfunctions which are given extensive treatment in this paper -- can divert our attention from more necessary concerns. While these activities ought to be integral parts of our planning, we must not underestimate the importance of institutional adaptation and renewal. For example, if we are faced with declining numbers of high school graduates, that may simply mean that the higher education system is now sufficient to satisfy that one segment of the population. Of course, we could improve our recruitment of high school students and attempt to shield ourselves from a changing environment. But it is more responsible to confront that environment. There are many other population segments which are not being equally served and could be if we redirected our resources to some of their needs. Certainly, society does not lack for undereducated people.

Referring to marketing in the narrow sense of advertising and recruitment, Patricia Cross says that the concept is more likely to look backward than forward, more likely to reflect stereotyped views of the past decade or two than visions of the next one. It is in this sense that simply redoubling our efforts at practices which worked in the past would be a retreat from our contemporary challenges -- a form or organizational ritualism. Says Cross,

> Conducting a marketing survey of educational needs today is a little like asking people 50 years ago, who were used to preserving food in an icebox, how they would respond to the idea of electric refrigerators and frozen foods. I suspect that most respondents...would have been more likely to opt for more frequent delivery schedules and lower prices for ice than for an unknown and uncomprehended refrigerator...in short, [people] seem somewhat more prone to like what they know than to know what they would like.

Instead, Cross suggests that institutions be adaptive to new conditions and that they support the self-directed lifelong learning efforts of adults. Although there are numerous suggestions included here to improve past practices, there are also proposals congruent with Cross' call for adaptation and fresh services.

Our College has adopted an advertising slogan, "CCRI: The Turning Point". To continue to provide high level service to Rhode Island, this message must apply as well to us as to the students we invite to change with us. We must continually adapt our policies and services to the changing needs of Rhode Islanders.

Organization of this paper.

Marketing and Enrollment Management offer an alternative perspective from which to analyze institutional activities. I have tried to apply the perspective by posing the question of how a marketing consultant might suggest we improve our Off-Campus Program. What follows are my initial answers to that question grouped into four sections:

1. Institutional Research
2. Academic Affairs
3. Student Services
4. Promotion and Recruitment

A "final note" is included to summarize the main themes of the suggestions. In addition, an addendum on resources which could improve the effectiveness of the Off-Campus Office is appended to the report.

I. INSTITUTIONAL RESEARCH

1. We should determine how we are viewed by the individuals, groups, and organizations/business firms in our satellite service areas.

The term "marketing position" is often used to refer to an institution's identity. This identity is really a perception and it affects us both internally and externally. It is the way we are perceived by our various publics (students, prospective students, trustees, faculty, student services staff, employers, parents of college-age students, placement agencies, media people, etc.). An important way to begin an enrollment campaign is to disaggragate our satellite service areas into groups and categories and to determine what our identity is with each one.

2. Our institutional planning ought to focus on the demographics of our service areas, especially on statistics related to enrollment in the lower schools and to high school graduation.

Rhode Island's high school population has been declining for some time and the number of high school graduates will continue to decline until the group which is currently in the third grade graduates from high school. As educators, we can neither affect these statistics nor the future birthrates of our service areas. What we can affect is the percentage of particular population segments which enroll at our institution, in this case the percentage of recent high school graduates.

Many states maintain statistics on what becomes of students after high school: How many students graduate? How many choose to attend college? Do they study in-state or out-of-state? Where do they enroll? Rhode Island does not compile this data on a statewide basis. But it would be very useful if our institution did. With

this information we might notice trends, be better able to target our admissions activities, and make more informed decisions on outreach. For example, data from Lincoln High School indicates the following:

1. When the Community College opened its Lincoln Campus, the number of Lincoln graduates attending the Community College rose sharply.

2. In the last five years, the percentage of Lincoln graduates enrolling at the University of Rhode Island has risen by four percentage points. The percentage of graduates entering Rhode Island College, which had been stable for four years, has also begun to rise. In fact, while the total number of Lincoln graduates declined in 1984, the number enrolling at RIC rose.

3. After the initial rise in Lincoln high school enrollments at the Community College following the relocation, the last four years have shown a downward trend in enrollments.

   The important point to note is that the percentage of graduates enrolling at CCRI has been declining.

Lincoln High School Graduates Entering CCRI

Year	1984	1982	1980
Total graduates	224	253	263
Enrolled at CCRI	28	40	48
Percentage	12.5%	15.8%	18.2%

Enrollment data also indicate that in the areas of the satellite campuses, enrollment as a percentage of graduates has been rising. In the case of Woonsocket, the percentage increased by almost 5 points when the Community College made it possible for students to enroll full-time at that site. The percentage of graduates enrolling in Westerly has risen with the development of that satellite but still stands at only 9% (it was under 5%). These figures should rise still further with the opening of classes on Thursday nights and Saturday mornings because more students will be able to attend full-time in

Westerly.

Besides indicating the results of our continuing recruitment efforts, high school graduation statistics quite clearly focus attention on the unequal distribution of opportunity for higher education in Rhode Island: The rates of college enrollment for graduating high school students range from 65% at Lincoln (and higher at some state high schools) to less than 9% at Chariho. Full data would enable us to improve the distribution of opportunity by focusing our recruiting and outreach efforts.

Declining numbers of high school graduates need not mean declining enrollment for the Community College. If we knew where the declines were occurring and why our enrollment percentages from area high schools were not uniformly high, we could respond appropriately. Indeed, there is evidence that community college attendance rates in Rhode Island are lower than in other states; and current economic conditions make the cost of a community college education more attractive than ever. This implies that our enrollments should at least be in steady-state and perhaps even expanding.

3. Needed Research: Trend Data.

In the same way that accurate data on numbers of students coming to us from each state high school might help us better administer our recruiting and off-campus programs, summary data on the other factors involved in the enrollment picture could also expand our understanding of this issue. Enrollment in programs according to variables like sex and race could show us where to concentrate our recruitment efforts. We could also look at enrollment by age categories (e.g. the range between 40 and 50). With this data we could explore trends and make comparisons (e.g. what is the

minority population on Acquidneck Island and why do we draw no better from it than from other population segments?). Another interesting factor would be the "average credit load" for particular groups of students or at different sites. Looking at how it might vary from semester to semester would be useful, especially since it is a variable which we can influence through counselling and advisement.

4. We should gather information on students who apply for admission but who do not enroll.

Some colleges gather information on students who apply but never enroll by sending them brief questionnaires. This procedure can help identify the kinds of concerns which lead students to choose another school or another activity over CCRI. Such information might tell us something about our tuition rates (which could be useful to the Board of Governors), about our general reputation, about the popularity of our programs, or about students' personal circumstances (which might allow for our intervention to help them enroll) or their personal perceptions of CCRI as an institution.

A similar questionnaire sent to first-time students who do enroll soon after they begin classes might gather information on the most prominent reasons students have for enrollment. This may not seem like useful information because we already have these students. But if we knew, we might use advertising to appeal to similar motivations among other prospective students while they are making their decisions on which college to attend.

5. We should determine the relative advantages and disadvantages of competing institutions.

Similarly, we should also determine the perceptions people have of other colleges. The reasons why students choose RIC, URI, Bryant, or Johnson and

Wales could also be reasons why they would choose CCRI if we better publicized particular strengths or corrected some weakness (which may only turn up in comparison to another school).

Again, we might get some of this information from our own students, many of whom may have weighed the relative advantages and disadvantages of competing institutions. An alternative might be to suggest to the Board of Governors that they conduct a survey of why students chose to attend Rhode Island public institutions. Such an inquiry would be an ideal project for a Regents' Fellow and it would have the advantage of being done at someone else's instigation and expense. Another possibility would be to offer such a project to a graduate student at RIC or URI (because occasionally we get inquiries about internship possibilities).

6. Our institutional research office should conduct outcomes studies and publish the results for the benefit of incoming students at the satellites and on campus.

The fit between student needs/characteristics and programs - so important to the retention issue - depends on informed choice. To choose wisely, students need to know how well our programs prepare graduates and the level of satisfaction previous students have expressed. This implies institutional research into educational outcomes and publication of the results. Information ought to be available to students showing how many people apply to programs, how many are admitted or placed on waiting lists, how many continue past the midpoint in programs, and how many graduate. What becomes of graduates should also be published: how many transfer from each program, how many get jobs in their chosen fields (including their average starting salaries), and the levels of satisfaction graduates express with their study at CCRI after they leave. Some community colleges

include this type of information in their catalogues.

We should also make more of a systematic effort to understand why students drop out of classes or do not return for succeeding semesters. Of course, there are many good reasons for dropout (transfer, new educational goals, one course may satisfy a need), but there may also be reasons which can help pinpoint our weaknesses. Asking dropouts/stopouts their reasons for leaving can give us real insight into our effectiveness. Student Services has done some exit interviewing in the past but we need to make the effort systematic and constant. The information gathered should be published, widely distributed, and discussed with the departments and the faculty.

Of course, this information would also be valuable to program evaluation and budget decision making.

7. We should consider establishing enrollment centers in areas not yet adequately served by the College.

Our main satellites at Woonsocket, Westerly, Barrington, Middletown, and Providence are nearly sufficient to serve state-wide needs. To establish other centers near these satellites might dilute existing enrollments and make it more difficult to offer courses - although to test this idea we will be offering courses at Chariho this spring. Two additional sites might be explored, however: Wakefield (to serve South County) and Pawtucket (which probably has a population large enough to support its own satellite). Our Institutional Research Office should investigate these sites.

II. ACADEMIC AFFAIRS

8. <u>We should make satellite enrollment and college-wide enrollment growth an administrative focus</u>.

If enrollment growth is really important to us, we ought to establish an institutional mechanism aimed directly at promoting it. For example, since attracting external funding is one of our important goals, we set up a development office so as to focus our activities. At present, responsibility for enrollment growth is diffuse. We might better achieve growth if we were to find a mechanism analogous to our Development Office.

One possibility short of creating a specific office for enrollment coordination might be to appoint an enrollment management committee. The task of the group would be to increase our emphasis on growth and marketing by developing a comprehensive Enrollment Management Plan and coordinating the activities of the many offices which are currently concerned with this issue (e.g. each of the following are in some ways involved: admissions, registration, counselling, public relations, Off-Campus Programs, Community Services, individual departments).

Among the activities of the committee could be:

- .to review our total promotions/recruitment effort.
- .to ask each department how recruitment might be improved.
- .to review literature sent to high school students and to adults who inquire about programs.
- .to review advisement and counselling activities.

.to look at "readability" of all college publications (catalog, student handbook, flyers, program brochures.)

9. Advisory Groups:
We should create an advisory board for each of our satellites.

Each of our satellites serves a unique locality and an advisory group drawn from that area could be of immense help in promoting development. For example, the Off-Campus Office has been cooperating with the Westerly Chamber of Commerce to conduct a survey of the educational needs of business firms in the Westerly area. Interested members of the Chamber could form the nucleus of an advisory group. They, like similar bodies at other sites, could help us make contacts with community and business leaders, could help in publicizing courses among their associates, and could make suggestions on program development, recruitment, advertising, course scheduling, and unique community needs. Just putting small signs indicating Advisory Committee membership in their offices would indicate to their associates (and their employees) tacit recognition of CCRI's importance to their community. We need this sort of help and recognition in each satellite area.

10. Off-Campus satellite scheduling should be flexible enough to suit the unique needs of the diverse areas and populations we serve.

We should schedule classes in Westerly and Middletown to run a week behind the main campus semester calendars, at least for the Fall semester. Both of these communities are oriented to the tourist/vacation industry and many of the people who might be interested in study with us work in that industry. By starting as early as we do when they are otherwise preoccupied we miss attracting an important segment of our service population. This past semester (Fall, 1984) admissions representatives and supervisors in both Westerly and Middletown reported substantial numbers of

students who wanted to enroll in classes which, by the time the students came in, had been cancelled due to low enrollment.

Flexible scheduling might also help us attract groups different from the ones we now serve. We should consider 7 week semesters, concentrated 4 week semesters, and semesters which begin at non-traditional times. There may be numbers of people who want to enroll in our classes but whose schedules do not neatly coincide with our regular calendars. This flexibility would be helpful to both our business/industry programs and our satellites. Among the possibilities are weekend courses (including Friday and Sunday classes), concentrated semesters at the satellites while regular classes are also being conducted (perhaps for particular businesses), and early morning classes for both sectors.

11. Off-Campus course scheduling should be accorded the same importance as main campus scheduling and should be responsive to conditions unique to each satellite.

The Off-Campus Office has developed a process which involves many people both in and out of the College in course scheduling decisions. Among those included are admissions representatives, on-site supervisors, department chairs, community educators, and students. This wide input has proven quite useful and has helped us adapt to unique local conditions. But there is a tendency on the part of a few departments to assume unilateral authority for decisions and to schedule satellite courses as a convenience to their own faculty; and a sometimes evident reluctance, again only on the part of a few departments, to extend courses off-campus due to the perception that students served off-campus will not come onto campus later. However, research on enrollment patterns nationally indicates that this

perception is incorrect (actually students who begin course work close to home many not have enrolled otherwise and are more likely to come to campus after they complete a few courses).

Seeking opinions from outside the department structure, however, does not mean we should not honor faculty requests whenever possible. "According the same importance" also means persuading our best teachers to teach at the satellites and to do this we should consider their schedules whenever we can.

12. <u>We should lower the acceptable limit on the numbers of students required to run classes and not cancel low enrollment classes</u>.

Among the most frustrating things which can happen to students is for them to find that their classes have been cancelled due to low enrollment. Not only does cancellation mean they lose a class they wanted but it may also mean that by choosing one class they didn't choose another which would have run it if had had just a few more students; or, worse, that they didn't enroll in their second choice class which then reached maximum before they learned of the cancellation. Indeed, there are several other possibilities which could aggravate student frustration even further:

- College staff may fail to reach the student by phone or mail prior to the first class.
- The student may buy a book for the course on campus.
- The student may need that specific course for graduation or his job.
- The student may need the course to qualify for financial aid.
- The refund check may take 6 weeks to process.

Students who experience these frustrations tell their families and friends and our reputation is adversely affected. Our advertising dollars can

hardly rebuild such erosions of trust.

The irony in this is that the "enrollment minimum" we set is arbitrary anyway. It is based on tuition revenue equating instructor's salary plus a figure representing pro-rated costs for rental charges and our supervisors' salaries. Not included in the formula are the costs of the Off-Campus Office (and there are many), departmental costs, salaries for the admissions and counselling staffs, transportation charges, costs for promotions (open houses, math lab testing), advertising costs (including mailings and fees to consultants, newspapers and other media as well as our own staff time for the design of materials and the writing of copy), and registration processes (functions such as the recording of grades). Clearly, just offering courses at the satellites is costly. If we are willing to make the commitment to serve the satellite areas, we should be willing to swallow hard on the few dollars a few extra students might bring us. After all, it makes no sense to spend money on extra advertising when we only need three or four more students to meet our "minimum". Why not transfer the money from our advertising account to lecturers' payroll and preserve our reputation?

13. <u>If we have reason to believe a course will have a ready audience, we should offer it without conducting surveys to judge its possible popularity</u>.

As noted above (#12), offering too many courses and cancelling them builds us a reputation as an unreliable institution. We should avoid raising student expectations in this way. Occasionally, however, we may have reason to expect that a particular course will have a ready audience. In such a case, we should simply offer the course and not conduct costly surveys to determine the course's potential: "Let them vote with their feet".This suggestion does not apply to decisions on the offering of new

programs (such as an automotive program at the vocational school in Newport). Where the College would have to make a commitment to offer numerous courses over an extended period, surveys are essential.

14. We should award certificates for completion of 30 credits towards an associate degree and develop other incentive/recognition awards appropriate to part-time study.

In the last few years the balance between our full and part-time enrollments has shifted even more towards part-time attendance. Full-time student enrollments, which were 44% of total headcount enrollment in 1980, declined to 30.7% this year. It makes little sense to talk about two-year programs to these students. We are faced with new conditions and we need to create new incentive/recognition mechanisms more suited to part-time students. One such mechanism could be an award system which recognizes the completion of milestones on the way to a degree. After all, at two courses per semester it takes two and a half years to complete ten courses and five years to complete a 60 credit degree. Certificates could be used to fill this need. We should also consider certificates for clusters of courses which are aimed at particular fields or occupations and perhaps certificates for completion of basic skills and ESL course clusters.

Our part-time students should also be eligible for Dean's List status. Such recognition has always been considered an important awards/recognition mechanism in higher education and yet we have not revised our selection criteria to meet the changes in our enrollment mix. We should establish some type of part-time Dean's List.

Note: The mix of our enrollments between full and part-time students might also indicate the need for change in our on-campus operations. For example, as the College has grown to its present enrollment of 12,317 it has been argued that we can no longer assign students as advisees to individual faculty members. If we decided to address full-time students as a first step towards improving counselling and advisement, it would be relatively simple to assign the 30% of our students who are full-time to our almost 300 full-time faculty as advisees.

15. We should establish continuing relationships with and accord formal recognition to our off-campus adjunct faculty.

Among the adjunct faculty we employ off-campus are people who are very knowledgeable in their fields and well-known in their local communities. Examples are attorneys, bankers, business executives, and journalists. Each of these faculty have many contacts in their local areas. If we could find ways to recognize their commitment and their contributions, they might feel more allegiance to the College and help us attract potential students. Some colleges award plaques as recognition for teaching service or provide certificates to the personnel offices of the business firms from which faculty are recruited. These official notices of association with the College also serve to advertise our services when prospective students see them posted throughout the satellite community area.

Just as employing adjunct faculty from the satellite communities strengthens our ties to those communities, inviting knowledgeable people from each service area to be guest speakers in our classes would further establish college-community relationships. Lawyers, businessmen, high school teachers all could contribute to our programs and would also be important contacts helping us reach their circles of influence. Honoraria for their participation would be small but the effects of recognizing their expertise might be surprising.

16. Regularly scheduled "Student Opinion Hours" could enable us to respond more quickly to student concerns.

If students have complaints about schedules, instructors, classroom conditions or other issues we should know about them and respond quickly and appropriately. To improve our channels of communications with students we should initiate "student opinion hours" on a monthly basis at each satellite site. All we need to do is choose a time, preferably 6 to 7:00 p.m., and send notices to students. Refreshments could be optional.

17. Establish a "Dean's Award for Excellence in Teaching" for each of the satellite sites.

We need to establish more of an academic atmosphere at the satellites. One way of doing this would be to seek out the excellent teachers at each site and publicize their efforts. This would also have the effect of increasing morale among our teachers. One method of doing this would be to constitute a panel at each site to make award recommendations to the dean. The panel could include our supervisor, a few faculty, and a few students. After establishing clear criteria, nominated faculty could be invited to submit evidence in their own behalf and be interviewed by the panel.

This procedure would also provide information to the dean on teaching innovations and might increase our sense of community at each site. Press releases identifying the winner and describing his/her achievements could also be sent to the local media in order to enhance our institutional image. Both the award winners and noteworthy innovations which were identified by the process could be featured in our Satellite Newsletter. Cost for this proposal would be minimal, perhaps no more than a few dollars for a plaque.

18. We should consider a position as "Faculty Associate" to the Dean to provide for instructional improvement.

Improving the quality of teaching at our satellite centers would be the single most important contribution we could make to the development of our off-campus program. One approach would be to tap the expertise of our regular faculty. To do this we might appoint a "Faculty Associate" whose role it would be to meet with each adjunct instructor to discuss syllabus, use of materials and resources, teaching strategy, and learning assessment. We could also develop an instructional resource center to support the Associate and provide videotape equipment and technical support to help him/her to consult on teaching improvement. The process would not only benefit the adjunct faculty but would probably help the Associate gain new perspective on his/her own teaching. This might be an ideal project for faculty on sabbatical leave, for Regent Fellows, or for faculty on released time.

19. Expansion of the High School Enrichment Program at the Satellite campuses.

We currently allow high school students to enroll in our courses through our High School Enrichment Program. These students generally take college courses in addition to their regular high school courses. There would be numerous advantages to expanding the program to include concurrent (college-high school) enrollment for high school students.

Many colleges offer concurrent enrollment with nearby high schools. In Rhode Island, Rhode Island College is an example. Nationally, the American Association of Community and Junior Colleges reported the practice among 11% of all two-year colleges in 1983. The usual procedure is for a college to evaluate the credentials of a high

school teacher, review that teacher's syllabus for a particular course, and if specified criteria are met enroll students in a corresponding college course. Tuition raised through this practice generates revenue of $60,000 per year in the case of Rhode Island College (which pays no stipend to instructors but which does award teachers "adjunct faculty status"). Besides the obvious revenue benefit of the plan, RIC enjoys two other significant benefits: 1) high school faculty become part of the RIC community and are likely to influence students to attend RIC; and 2) a large number of students earn RIC credits on RIC transcripts and thereby become potential full-time RIC students after they graduate. If the Community College initiated its own program not only would we realize the same benefits but a few others as well.

For the last two years, the Community College and Bayview Academy have been cooperating in a pilot concurrent enrollment project. Professor Gerald Fontaine was instrumental in establishing it. The project has been successful and now furnishes us a model for service to satellite high schools (and others). The model includes supervision of the courses by CCRI faculty, joint production of learning materials, and joint evaluation of student outcomes. Full implementation of this model could be financed by the tuition revenue it generated. Operationally, we could equate faculty time spent at the high schools (either teaching or supervising) to our current workload formulation or we could offer separate stipends for each course supervised to faculty who volunteer for the project. Other stipends could be used to hire adjunct faculty as well. But program quality, at least in the initial stages of implementing the model, could be better assured by regular faculty. The CCRI model also includes a stipend

for the high school instructor and provision for evaluation of the course. This would make our model very competitive with that of Rhode Island College.

The benefits of concurrent enrollment would include:

1. revenue production.
2. publicity and recruitment.
3. upgrading high school courses.
4. improving concurrent enrollment opportunities for R.I. high school students.
5. initiating curriculum discussions between college and high school faculty.
6. possible faculty exchanges (to the advantage of both educational sectors).
7. enlarging the type and number of community college courses available to adults.
8. extending community college course availability to daytime hours.

These last two benefits require further explanation: if the community college authorized concurrent enrollment for certain high school courses, the high schools might make those daytime courses available to adults (who would then study along with high school students during regular high school class hours). This would make it possible of us to offer laboratory science courses and other low enrollment courses which, to date, we have not been able to provide at the satellites. It would also infuse new meaning into the term "comprehensive high school".

School officials in Middletown, Woonsocket, and Westerly have all indicated their willingness to explore these possibilities. They may see cooperative course offerings as a way of preserving low enrollment courses for their

best students at a time when their enrollments are declining.

20. Expand our math lab activity at the satellites to include service to high school students.

High school/college articulation would be enhanced if, in the high schools where we now operate satellites, we offered to provide math lab testing of juniors and seniors. Done in conjunction with high school guidance departments, this service would:

1. provide high school faculty with an independent assessment of the results of their teaching.

2. provide students with placement information prior to their enrolling in college and in time for them to make more informed decisions on their high school course selections.

3. encourage students to take mathematics courses in their last two years of high school.

Since high school tracks are pretty rigid, students needing instruction in particular areas could be invited to use our evening labs to make up math credits rather than crossing tracks. So could students who switch tracks in their last two years (e.g. from business to college prep; in these situations, high schools are reluctant to put students back into 9th grade math even if that is what the students need). One outcome of this experiment might be a merger of our math lab with the high school mathematics curriculum. Another might be to increase the dialogue between our faculty and faculty at the high schools - a situation which would certainly improve the prospects for effective articulation.

21. Encourage the Community Services Office to offer a full schedule of courses at each of the satellite sites. (See also #32, Library College).

Non-credit courses provide the essential other dimension to community college scheduling and it is important that such courses be offered at the satellite sites. These courses provide for many unique community needs and also enable us to respond quickly to requests from business firms and other

types of organizations. By building our non-credit enrollments through other means suggested in this paper (community advisory groups; co-sponsorship) we can build the level of activity at our sites and so feed our credit enrollments. Starting with the Spring, 1985 semester, we have begun to offer these sorts of courses at the satellites.

Our goal should be for the College to become a special resource on which people rely. To build this sort of reliance, we might begin by offering the typical kinds of community college "community service" programming. But in the future, programming should be expanded beyond special interest courses to include:

- .seminars on higher education: What can people expect from collegiate study? How does the system work? How does one pay for it? What options are there? (and our presentations should not be limited to CCRI programs).
- .seminars on career development and career change (perhaps offered in conjunction with the personnel departments of area business firms).
- .personal growth and stages of life seminars.
- .workshops for high school students on college admissions.
- .workshops for parents on financing higher education and on college admissions.
- .workshops on family related topics such as financial planning, retirement planning, and family health and nutrition.

Note: Our non-credit program, however, should be cautious in its development of programming not to include courses which might damage our image in a satellite community. For example, offering courses in astrology or reincarnation may destroy community faith in us as a reputable institution even as we attempt to establish a basis for community trust.

22. Community Service GED (General Equivalency Diploma) Preparation and Testing: We should develop a credit option for this service which will allow students to complete their high school diplomas while concurrently earning college credit.

At present, adults who want to earn GED's either study independently or

enroll in non-credit courses sponsored by school districts or our own Community Services Division. We could develop an alternative program based on our non-credit basic skills offerings and selected credit courses. A carefully devised program could culminate with GED testing at a satellite site. We already offer most of the courses necessary for this program but after analysis of the equivalency standards we might want to develop a few other courses (which could also stand as general education electives in degree programs). The advantage of this proposal for students is obvious; the advantage to the College is that we want to enroll GED prep students after they earn their diplomas and their credits would be an incentive to further study.

23. Business/Agency Linkages: The Business/Industry Advisory Committee should expand relationships with firms and organizations in the satellite service areas.

Our Business/Industry Advisory Committee has been re-constituted as a steering committee for department and program advisory groups throughout the College. In the spring and fall of 1983, appointments were made and a survey was conducted to determine the extent of advisory group activity among our departments and programs. The intent in establishing the committee was to coordinate activity where it was taking place and to encourage it where there was none. This group could also help us develop relationships with co-sponsors for courses and other activities in each of our satellite locations.

24. Business/Agency Linkages: We should authorize our departments, on approval from the dean, to offer credit courses or modify credit courses in response to business/agency need prior to action by our curriculum committee structure.

During the 1983 contract negotiations, the administration proposed that,

"Upon request from an agency or organization outside of CCRI, or under special circumstances, a credit course may be developed and offered without the approval of a curriculum committee". Instead, such courses were to be proposed by a department chair and approved by a dean. The purpose of the proposal was to enable the college to respond quickly to business/agency needs. The proposal made sense then and it makes sense now.

While it is true that the college can respond with non-credit courses just as quickly as it could with this proposal, it is much more an incentive to prospective students if courses carry academic credit. Occasionally, special circumstances do arise and the flexibility provided by this proposal - especially if it were expanded to allow modifications to existing courses as well - would enable the College to avoid the time constraints of our curriculum process.

25. Business/Agency Linkages:
We should export the "job fairs" which we have helped host on campus to the satellite sites.

State-sponsored job fairs have been very popular on campus. They help to link the College's programs with the needs of employers and bring many job-seekers onto campus. Off-campus, of course, we do not own the real estate and so are not crucial to their success. However, we could be the intermediary which brought together the Economic Development Office, the Employment Security Division. local chambers of commerce, personnel directors, business associations, and the federal programs aimed at job training and development. Our satellite locations are ideal for this and we already have good relationships with the school districts which are best situated for regional fairs.

The result would be that we attracted many prospective students to our

satellites and that we gained the opportunity to work closely with many members of the economic communities of our satellite areas.

26. Business/Agency Linkages:
The Community College should consider establishing a technology transfer program as a means of fostering economic development and strengthening our links to smaller business firms.

Several states have used their educational resources to pioneer the concept of Technology Transfer as a means of fostering development. Essentially the concept substitutes public educational resources for the Research and Development ("R and D") divisions of larger firms so that smaller firms might benefit from contemporary research. One example is Wisconsin where the state university, in cooperation with the state Department of Development, has established a Technology Transfer Program. The overall goal of the program in to provide Wisconsin manufacturers with new product ideas, new inventions, and other technological advancements ("the link that is needed to bridge the gap between the inventor and the entrepreneur"). The two main activities of the program are: 1) identification of commercially viable new product ideas and inventions, and 2) creation of a network of inventors and Wisconsin manufacturers for the purpose of commercially developing the ideas. Evaluation of potential ideas is done by another educational/research division of the university system, the Wisconsin Innovations Service Center. The Wisconsin model also focuses on related factors such as production capabilities, distribution channels, and capital development. Moreover, technological assistance extends to proto-type development and in-depth commercial evaluations by specialists; and the formulation of commercial alternatives for ideas - including a "match" service to Wisconsin companies.

Rhode Island could employ either the Wisconsin model or a modified version

of it. Among the possibilities might be CCRI/URI/Department of Economic Development collaboration; expansion of our Business/Industry Advisory Committee to include sponsorship of an Innovation League in Rhode Island; or the formulation of a New England-wide technology transfer program along the lines of the Wisconsin model. The objective would be to provide small to medium-size businesses with research and development components at state expense to strengthen the competitive positions of these firms and to spur product development.

27. Business/Agency Linkages:
We should aggressively market the Associate in Applied Technology (AAS) degree to all companies which operate evaluated apprenticeship programs and to all individuals who have completed such programs.

In the Spring of 1984, the Board of Governors for Higher Education approved our applied science degree in general technical studies. This degree was designed to meet two primary needs: the need for a broad technical degree program to compliment the customized training programs of industry and the need for a technical compliment to our labor studies program. This degree provides us with a unique marketing opportunity: It allows us to combine evaluated apprenticeship programs with courses from two broad areas, technical studies and general education, and essentially tailor degrees to specific company needs. The degree also allows us to tailor degrees to the needs of individuals who have previous technical or business experience. We have already applied this concept in one case, Electric Boat's Quonset facility. However, as yet we have no formal mechanism for designing degree patterns in other areas.

The marketing possibilities for this degree concept are numerous. Besides taking it to every company which sponsors an evaluated apprentice program,

we should explore joint degrees with other colleges or institutes. The idea would be for them to supply the technical training (which we do not offer) and for us to supply the other two components. If we didn't do this through the schools themselves, we could do it through appeal to individual students who have already completed technical training elsewhere. Examples of the programs we could explore include: welding, automotive technology, refrigeration, horticulture, optical technician, physical therapy, culinary arts, carpentry, and various apprenticed crafts (including those of the jewelry industry). We could use direct mail to notify perspective students that their training or occupational experience could be equated to credits amounting to one third of their degree requirements.

28. <u>We should promote ourselves not just as a seller of courses but as a vehicle of personal growth and knowledge development in each satellite service area. To do this we will have to consider developing fresh services</u>.

If we merely provide courses at feeder sites, there will be little to distinguish us from other colleges which do the same - except price. Fortunately, as the local community college to each of our satellite service areas, we may claim a much larger role and can promote ourselves as a vehicle for helping people with their own personal development. Our efforts should begin with traditional community services programming (as above in #21) but we should experiment with some new approaches as well.

Research conducted by Allen Tough at the Ontario Institute of Studies in Education indicates that adults spend remarkable amounts of time on learning projects. Their learning is of endless variety: It may focus on hobbies, making better decisions, job skills, building things, raising children, performing tasks. This learning activity seems to be widely practiced throughout the adult population. Indeed, the important question

does not seem to be whether people participate or not but what topics do they choose to pursue. From systematic surveys and many thousands of hours of structured interviews, Tough has identified two consistent patterns:

1. the typical adult conducts five distinct learning projects a year, focusing on five distinct areas of knowledge or skill.
2. each learner spends an average of 100 hours on each project, for a total of 500 hours a year.

Tough has also investigated how people go about their learning projects. His findings will surprise most of us in higher education.

Learning Projects Classified
According to Their Type of Organization

How Project is Planned	Percentage of all Projects
Group	
Led by teacher/professional	10%
Led by peers	4%
One to One Learning Assistance	
Teacher/professional	7%
Friend	3%
Non-human Resource (programmed instruction)	3%
Self-Planned	73%

Tough estimates that only 20% of all learning projects are organized by teachers or other professionals, that is through classes, apprenticeships, tutorials, or packaged instruction. This means that considerably less than 20% is organized by schools. The great majority of learning projects are run by "amateurs". To quote Tough:

The range of adult learning efforts can be compared to an iceberg.

For many years we paid attention only to the portion showing close to the surface of the water. We focused our attention on professionally guided learning, providing learning groups such as courses, classes and workshops, and other professionally guided learning methods such as apprenticeships, tutorials, correspondence study, educational television, programmed instruction, and so on. Most educators still agree that professionally guided learning is very important. However, the fact that it comprises only 20% of adult learning efforts - the visible tip of the iceberg - has crucial implications. The bulk of the iceberg that is hidden below the surface comprises 80% of adults' learning efforts. It consists largely of self planned learning, though some learning efforts are planned by other amateurs, such as friends and peers. Seeing our professional efforts within this total context is useful: implications arise for fresh services and for our present professional practices.

Actually Tough's estimate is that only between 1 and 5% of all adult learning is done for credit of some type (including not only degrees and certificates but also a range of studies leading to everything from professional accreditation to drivers' licenses).

Studies of adult learning have been revealing. One survey rank-ordered the areas in which people expressed their interest in learning: personal development, home and family, hobbies and recreation, general education, job, religion, voluntary activity, public affairs, and agriculture/technology. Another finding has been that learning activity is not confined to some leisure class or to the higher levels of the socio-economic structure. Indeed, two researchers in New Jersey who studied unemployed adults found "a fascinating and rich range of learning activity among those who are out of paid work". Other studies have also indicated remarkable amounts of learning efforts among the unemployed and among adults of low educational attainment.

The reasons people give for choosing to organize so much of their learning on their own indicates their desire to control these projects and to be pragmatic. In rank order (as identified in a recent survey) the reasons are: a desire to set their own pace; a desire to combine topics and

approaches into their own unique structure; a desire to choose their own learning style; a desire to keep their structure flexible and responsive to changing personal conditions; and a desire to learn something right away. Other reasons also cited, again in rank-order, were ignorance of classes offered on a subject, lack of time to devote to group learning, dislike of classroom conditions and teachers, and two reasons community college educators might have expected to see towards the top of the list, not the bottom: transportation considerations and the levels of tuition charged for college courses.

Research on adult learning activity could be useful to the Community College both for the insights it allows on learning generally and also because it might provide us with information on how we might better serve our constituencies. By considering how we might support individual learners, we might be able to develop new services. For example, another researcher has identified the most common difficulties independent learners face. They are:

1. Knowing how to start their projects and set objectives.
2. Finding or making time to learn.
3. Knowing whether or not they were progressing or had accomplished what they set out to do.

To support independent learning, we might consider how we could develop fresh services and help people overcome learning difficulties. In each satellite service area we might:

1. Become a clearinghouse of educational resources which refers people to service providers other than ourselves.

2. Cooperate with area libraries and other resource centers to make their resources more useable to independent learners. Just helping learners develop bibliographies and other resources on their chosen topics would be a significant contribution.
3. Initiate workshops on independent learning and learning evaluation.
4. Establish a skills/knowledge bank of individuals in an area who could be volunteer resources/tutors to people who want to learn particular skills or subjects. (This is an initiative already attempted by a few community colleges).
5. Encourage and support the learning efforts of peer and self-support groups.
6. Make as many of our own instructional services available on a self-paced basis as possible.
7. Modularize many of our credit courses so that students might be able to study only those areas which interest them.
8. Experiment with different learning styles so that we may offer more options to students in core or service course selection.
9. Establish adult literacy programs in each service area and conduct training programs for literacy volunteers.

29. <u>The Community College should revive the Town Meeting tradition throughout Rhode Island and help communities create opportunities for citizen discussion of important issues</u>.

An excellent way to integrate the College into the life of a satellite service area is to promote, in conjunction with other civic and governmental bodies, opportunities for citizens to discuss important

local/regional/national issues. The tradition of town meetings has a place in contemporary society and the College could take the lead in re-invigorating it. Using the format of public forums, our Community Service Program could organize such events periodically or on a need basis. Communities need outlets for discussion and the Community College could be an impartial resource - hosting or co-sponsoring the events, providing moderators, inviting experts or spokesmen, and tieing the open meeting concept together to cable TV resources to broaden access even further. All sorts of possibilities abound: zoning questions, applications for TV or radio licenses, use of public property for religious purposes, revaluation plans, even political debates. We have provided space for such events on our main campuses. The difference here is that we would organize them, too. Or, better, we would co-sponsor the events with other community organizations.

At present, there is an additional opportunity for this sort of community service. With the support of the Kettering Foundation, the newly formed Domestic Policy Association has developed a project aimed at fostering local discussion of national issues (e.g. the crisis in our schools, the national debt, nuclear disarmament). Called "The National Issues Forum", the project selects two topics a year, commissions scholars to prepare background briefings and materials for participants, publishes the materials, and distributes them to cooperating local agencies or organizations. Former presidents Ford and Carter have been central to the development of the project. With so much organization already created and with background materials available to support the forums, it would be relatively easy for the Community College

to accept the role of local provider for the Domestic Policy Association - and add to their agenda a Rhode Island issues component.

30. Television Services: Off-Campus Testing/Seminar Sites.

Our current policy brings students to campus for optional seminars and requires that they take on-campus final exams. We could make the courses more convenient by making all of our satellites alternative testing centers (with tests administered either by our supervisors or someone hired for the service); and, where the numbers of students might warrant it, optional seminar sites as well. Another option would be to video-tape the on-campus seminars and make them available for viewing at the satellites.

31. Television Services: Work Site Delivery.

When we negotiate for the rights to deliver courses by television we should also negotiate for the right to use the courses for other purposes as well. One opportunity this would open for us would be to enroll students from businesses/agencies/industries at their work sites. At present, we need minimum numbers of students at each site before we are able to deliver a course. With packaged T.V. courses, we could enroll three or four students at, say, half a dozen sites and use our courier to move the tapes to the different locations. Many sites would have their own VCR's but those which didn't could be loaned one for the semester. The arrangements we would make for instructors would be the same as we now make for our broadcast T.V. courses ($25 per student with telephone office hours, optional on campus seminars, and final exams).

32. Television Services: Library College.

We could also use our bank of T.V. courses to provide a "library-college" service. The T.V. courses would allow on-campus or satellite students an

alternative to traditional classrooms and, with continuous enrollment, would allow students to take any T.V. course at any time during the year and complete it at their own pace. Instructors who had taught the course over television and so were familiar with it could be retained at the same rate; and LRC personnel could administer the tests and provide students with the tapes (videotapes of previous on campus seminars could supplement the project).

We could offer non-credit special interest and hobby courses in the same way. One community college in Wyoming has actually videotaped its non-credit courses and added the tapes to its learning resources center. This allows them to offer instruction on many topics whenever students want it. Interestingly, the college found that many people who viewed the tapes signed up for the same courses when next they were offered. In effect, the tapes became not only a method of instruction but an advertising mechanism as well.

33. Television Services: Service to Block Island.

The year-round residents of Block Island could be served by our T.V. courses. Many of these people are now cable T.V. subscribers and this opens a number of educational delivery possibilities. To start, we should send T.V. course announcements to each household on the Island every semester. We should also repeat this advertising with public service announcements over the cable service.

By cooperating with the Block Island school authorities, we might arrange to house video equipment in the high school and offer replays of the taped lessons. For Island residents who prefer not to come to the Warwick campus

for optional seminars, we could video tape them for remote viewing or we could arrange telephone hookups from the high school to Warwick when seminars were scheduled. Another way we could make the courses more convenient would be to provide final exam testing at the Island's high school.

34. Television Services: Community Programming.

As a means of both encouraging articulation with the public schools and increasing public awareness of the Community College, we could take advantage of public service access channels on the state's cable systems to offer "homework help" or "community questions" programming. This idea, already successful in Philadelphia and a few other cities, is similar to "talk radio" programming which is so popular nationally. The format would be question/answer based on a toll-free telephone number. We have both the faculty who are capable of such roles (especially faculty from the Math Lab) and the studio resources.

The reason this type of programming might encourage articulation is that it is likely to promote curricula discussions between the lower school teachers who assign the homework and our faculty who respond to it or comment on it.

III. STUDENT SERVICES

35. We should eliminate wherever possible the policies and "red tape" which frustrate students.

This recommendation, of course, applies to conditions on-campus as well as off. Among the items we should consider first are the following:

1. A "stop-out" policy: Although we allow students to interrupt their studies, we do so only informally. Students who drop out do not receive pre-registration materials after they leave and must reapply and pay an application fee to be re-admitted. A simple policy allowing "stop-out", even if it carried the same fee, would reduce student frustrations and might even aid us in planning if we asked when students expected to return. We should also make sure these students continue to get pre-registration materials. After all, we want them to return.

2. A policy allowing enrolled students to make course schedule changes prior to the add/drop period: Students who pre-register occasionally change their minds about programs and courses. Or sometimes they face personal circumstances which interfere with their intended schedules. Rather than making them wait until the add/drop period and frustrating them to the point that they may drop out, we should allow them to revise their schedules upon permission of a counselor. At present we allow anyone who registers through the mail or through in-person registration to take a seat before these unfortunate already- enrolled students. The newcomers thus get better schedules and may even cut these students out of the classes they need. In extreme cases, this practice may mean that we prevent these students from enrolling in classes until the first two weeks of the semester - a point beyond the date we cancel low enrollment courses which they may want or need!

3. A policy which guarantees degree requirements to part-time Open

College students who follow programs as outlined by our catalogue. Until students are enrolled in particular programs, we do not guarantee that their program requirements won't change. This is a policy more suited to an institution populated with full-time students. Almost 70% of ours are part-time and few things frustrate students more than learning that the requirements they have been following on a part-time basis - and that they were advised to follow - no longer meet their degree requirements. A simple solution would be to offer the same guarantees to students enrolled in Open College as accorded to students already admitted to programs, that is requirements set from the date of first enrollment rather than from program admission.

36. We could increase the attractiveness of our satellite campuses to students by providing more services and attempting to create a sense of community at each site.

Our best advertising is the favorable opinion one person mentions to another in satellite service areas. When a family member or friend suggests taking a course at CCRI, an individual is likely to consider the idea thoughtfully. The best ways we can insure that we deserve such testimonials is through good teaching and by making our satellite sites helpful and worthwhile places to be. This suggestion aims at improving the image and ambiance of our sites by increasing the variety of services available and the possibilities for students feeling that they are members of a community.

There are good reasons for us to foster a sense of community at each of our satellites. For example, students who have a feeling of belonging are less

likely to drop out than students who do not. They are also more likely to take additional courses in the future. We should remember that part of the motivation for going to college is social: many people enjoy fellowship and camaraderie as much as they do learning.

Suggestions to improve services:

1. Provide library services and study areas at each site (we have already done this at Middletown).
2. Offer peer tutoring services (perhaps coordinated on-site).
3. Encourage faculty to form study groups within their classes.
4. Encourage faculty to utilize teaching methods which involve students as individuals and as groups.

   Or

   Appoint a faculty task force to recommend ways to increase student involvement in learning.

   (Note: suggestions 3 and 4 could best be achieved by providing seminars on these teaching techniques to faculty).
5. Offer workshops on topics of interest to students evenings between 6 - 7 p.m. (study skills, time management, career development, women returning to school, women in new careers, use of microcomputers, resume writing, job search and interview techniques, dealing with your children, aging parents).
6. Offer limited job placement services. Among the possibilities might be a clearinghouse for part-time jobs run by our supervisor and sponsorship of job clubs. Workshops, as noted above, are also possibilities. Work-study money is also available to students at the satellites and could be used to fund this service.
7. Publish the Off-Campus Newsletter more frequently. There are many

opportunities in such a publication to both involve students in a group activity and to inform students and staff about their colleagues at the satellite sites. Feature articles could focus on faculty and their unique backgrounds, students and their backgrounds or special talents, people's jobs, unique teaching styles and innovations, or the connections that people have with the satellite community (organizations they belong to; civic projects people are engaged in). Articles could also be written on upcoming workshops or non-credit courses. The best features on students and faculty could also be used in our newspaper advertising and satellite flyers.

8. Sponsor civic projects and support special interest groups. As part of our membership in the local communities in the areas of our satellites, we should take more interest in civic and cultural affairs, preferably by cooperating with other groups already engaged in such services. There are many opportunities. For example, we could help support the Westerly Arts program, the Newport theatrical group, or the Woonsocket Junior Achievement effort. All of these activities could be opportunities for us to involve our students in community events as well as sources of useful publicity. We should also encourage faculty to speak on their academic specialities at service club meetings (e.g. Lions Club).

<u>Suggestions to increase student involvement</u>:

1. Appoint students to a local board which advises the Off-Campus Program on course scheduling, needed services, special projects and workshops, recruitment/advertising/publicity, student complaints/suggestions/concerns, orientation planning, and general development.

2. Appoint students to a panel which selects faculty for teaching awards (see #17).
3. Establish a hearing board for each satellite and publicize the rights of students so that individuals file their grievances with the board. Articles on hearing board proceedings could also be written for the Newsletter.
4. Form a Student Association at each satellite, fund it, and retain a staff or faculty member to be its advisor. The Student Association should be charged with developing activities programming suitable to the site.
5. Initiate programs and activities which promote interaction among students and faculty/staff (e.g. outings, receptions). Concerts and theatrical performances are also possible. Many such activities can be sponsored by the College and funded by ticket sales.
6. Develop a business advisory group. Since many of our students study business administration we could involve them in a project to offer free consulting services by faculty and students through class projects. This would make our classrooms more realistic. We could create a board to organize publicity for the service and to channel requests for services. Our students would gain opportunity to address real problems and apply their academic training. Businesses would receive informed advice and insight otherwise unavailable and would have opportunity to interact with committed, energetic students. Our faculty would supervise the service and, in exchange for their analyses of business problems, they would gain material to infuse reality into their classes.

37. We should provide workshops for our staff on human relations/customer relations.

How well our recruitment and retention strategies - two of the main components of enrollment management - succeed depends in part on the service and respect our staff accords our students and prospective students. In this sense, enrollment success is everyone's responsibility. One interesting monograph on organizational development suggests that whenever a college is deciding on two otherwise equal job applicants, it should select the one with retailing experience. Unfortunately, not everyone has a retailing background. But this idea is still valuable. Customer relations (noting that this is a term educators are loathe to use) is important to nearly all organizations: car rental agencies, airlines, Ann & Hope, the EPA, and the IRS (maybe) have all seen the benefit in offering customer relations training to their personnel. We, too, are in the service industry and could profit from training our staff in the arts of people pleasing. Everyone on our staff should know how crucial it is for us to make a favorable impression on prospective students.

38. We should train our admissions representatives at the satellite sites to be able to answer questions about financial aid.

Am I eligible for financial aid? How much money can I get? How do I apply? What are the deadline dates? How about loans and veterans' benefits? What do I do if the money comes late?

These are among the most important questions to prospective students. Telling them that they can call someone in Warwick or Lincoln or handing them a form to fill out is neither informative nor reassuring and certainly does not convey our intent to treat students personally. All staff

advising students at satellite registrations should be trained to answer specific questions about financial aid, including the types and amounts of aid available, qualifying criteria, interpretations of items on application forms, methods of distribution of aid and other pertinent information, especially the probability of awards. These questions are asked all the time and students are put off when they are told to make an appointment with a financial advisor on campus.

39. We should train all staff at the satellites to be "student services generalists".

While financial aid information is often crucial to student enrollment decisions, other sorts of information are also valuable and we should train our Admissions representatives and counselors to provide that information to satellite students as well.

Of late, we have been particularly concerned with the problem of attrition among our students. Attrition/retention is the other major dimension of enrollment management and is linked to the admissions function in several direct ways. These links should be appreciated in the processes we use to counsel and orient students - especially during admissions and course selection.

Our publicity and promotional efforts may be effective in attracting numbers of students but if we do not take steps to match students to the programs they want and need, their stay with us will be brief. This is as true for students at the satellites as it is on the main campuses. The admissions and counseling functions must provide for a proper fit between course/program choices and student needs and characteristics. This means that the counselors we provide at our satellite sites should be trained to be resources in the following broad areas of student concern:

.Long range educational career planning

.Immediate educational planning: course selection and placement

.Ability and interest assessment

.Student need for developmental and tutorial assistance

.Time management and course loads

.Transfer information and choice of senior colleges/programs

.Study techniques

.Financial planning and financial aid (See above #38)

A lack of fit between a student's immediate choices and considerations based on these areas of concern increases the probability that the student's choice will not remain stable, i.e., that he or she will drop out. In fact, studies show that students who enter college without clear career decisions are drop-out prone. Now it would be impossible to do complete career planning at matriculation but our counselors should be prepared to discuss the issues and they should be provided resources to support such discussions. We should also consider providing career testing/guidance services at each satellites.

If we initiate a training program for generalists, a very useful adjunct to it could be videotaping of staff interviews with students. The recorded interviews could be examined for strengths and weaknesses and for the accuracy of the information provided. The tapes could also be used to help staff members share useful counselling methods and to train beginners. Actually this technique could be used to examine staff interaction with students on a whole range of issues (e.g. discipline, grade appeals, student activities) and would be a valuable tool for staff development workshops.

IV. PROMOTION AND RECRUITMENT

40. We should create a new publication, "CCRI Today", for distribution in our satellite service areas.

Some colleges distribute unique publications aimed solely at public information. These newspaper-like brochures report recent activities and achievements and often focus on programs, faculty students, and graduates. The simple premise is that people will attend and support an institution if they know favorable things about it.

We already have the basis for such a publication in our Knightly News, although there is too much personnel coverage in the News for us to be able to put it to this new purpose unchanged. But we could take many of its features and combine them with information from the Off-Campus Newsletter to produce "CCRI Today". For distribution we could either direct mail copies to households (which would be very expensive) or have our courier place quantities of them at community locations. We could also distribute copies to students.

Another way to increase the utility of the information compiled for "CCRI Today" would be to send individual articles to local media as news releases. For example, descriptions of teaching innovations and curricula updates would help create the image of the College as a progressive institution.

This publication, as well as our catalogue and program/course announcements, ought to be available in the personnel offices of all

business firms in our satellite service areas.

41. Promotion and Recruitment:
We should initiate a newsletter ("College Admissions: 1985") on college admissions for the high school juniors and seniors in our satellite service areas.

For quite some time, CCRI has been involved in the annual Rhode Island College Fair. This event, which is a service to high school students no matter where they are headed, has grown in popularity. As an extension of this service, CCRI could publish a newsletter explaining the issues involved in college choice, SAT preparation, the admissions process, financial aid mechanisms, the difference between two and four year colleges, job market forecasts, and the role of the Community College in Rhode Island higher education. By establishing ourselves as a source of such information on all colleges and highlighting our transfer programs (especially prestige transfer and the cost issue) we could do much to improve the percentage of graduating students we draw from each satellite high school.

If it is deemed too expensive to establish our own publication on college admissions, we could achieve nearly the same results by sending articles as news releases to high school newspapers. The format could follow that of syndicated columns on newspaper editorial pages. Many high school newspapers are looking for articles and our news releases could fill a void.

42. Advertising:
We should repeat our advertising in various forms so as to achieve maximum impact and reinforcement.

Newspaper inserts are important but not all households receive newspapers, even the Providence Sunday Journal. Of those households that do take

papers many may miss our announcements amidst those of other advertisers. We should repeat course announcements through flyers, direct mail, public service announcements on cable television, posters, and personal visits. We should also make more use of radio for adults in our satellite locations.

In their June 21, 1984 marketing report to the College, Fitzgerald Toole and Alden made a number of recommendations on how we should conduct our media advertising. Prominent among these were two: that we should disaggragate our service area populations (what the advertising literature calls "Segment!") and that we should use media specific to each market segment.

> Targeting your audience becomes fundamental with a program such as we're suggesting. It is by identifying your primary prospects and their influence groups and matching those prospects with appropriate media that you get the most impact and return on your advertising. In media, the major demo will be 25-34, a very specific part of the 18-34 demo. The best way to reach 25-34 is through the radio... The lifestyle of this demo, 25-34, is on-the-go, fast paced; they need information fast. According to the American Research Bureau of the radio industry, 98% of 18-34 year olds listen to the radio. Even more interesting, radio reaches 99% of all full-time working women. Since 62% of CCRI's students are female, radio is then even more of a plus.

Fitzgerald Toole suggested using two stations, WHJY and WPRO, both of which are listened to regularly by high school students. Both of these stations

also have strong signals which make them listenable in our satellite service areas. However, to reach the 25-34 and other segments of our satellite areas, we should augment this radio advertising by adding announcements on local stations in Woonsocket, Westerly, and Middletown (especially WOTB in the Acquidneck Island area which is attracting a growing number of older listeners).

43. Advertising: We Should feature individual courses and course selection suggestions in our flyers, newspaper inserts, and direct mail advertising. If people knew more about a course, they might be tempted to enroll in it. Unfortunately, most catalogue descriptions are technical and bland. Rewriting them in plain language with an eye towards the more interesting aspects of courses helps promote enrollment. We have done this already with our Middletown recruiting literature.

Suggestions on which courses students should take are also effective. New students, especially at the satellites, are often confused about which courses to take and in what order. They need and want advice and yet they seldom seek it out. Advertising which features course suggestions for first-time students is persuasive. For example, for several semesters our course in Small Business Administration in Middletown had to be cancelled due to low enrollment. When Small Business Administration was included as a suggested course in our Acquidneck Island flyer, 23 students enrolled. We now include "suggested courses" for each satellite site and we should continue the practice.

44. Advertising: Focus should be placed on our unique instructional assets: small classes, writing labs, math labs.

A variant of the above suggestion (#43) would be to include in our advertising student comments or testimonials indicating positive

experiences. The typical copy reflecting this approach has students making general comments: "I enrolled because of the location, the convenient time, the low cost, the college's reputation". Another variation emphasises marketability: "I got a job after graduating from the Business Program." All of these points can be used effectively. But students can also be asked for their comments about specific experiences: their management class, their accounting class. Our small classes and face-to-face contact with students are real assets, as are our math labs and writing labs. Indeed, the evaluations we conduct each semester will provide us with as much advertising copy as we need. We could even exploit the problem we have with low enrollments prompting class cancellations by running the classes and publicizing the opportunity for personal contact with instructors.

45. Advertising: Focus on what students will learn.

Another advertising alternative might be to describe the outcome of a course in terms of what students learn to do. For example, "Bill Williams studied photography at CCRI with Tom Morrissey. Bill is now keeping a photo journal of his children and experimenting with focus and color techniques. His imagination and skills have already won him two awards". This advertising suggestion would follow the lead of the consumer products industry which always stresses uses and advantages to consumers. When Sony wants to sell a T.V., they never list their engineers' degrees or the size of their corporate budget.

46. Advertising: Picture our staff in advertising in order to make service more personal.

Many companies make their advertising copy and the service they promise to provide more personal by publishing pictures of the people who represent them. The same approach could be used in our advertising. Our satellite

newspaper inserts could include pictures of our supervisors, our counselors, and our admissions representatives. By establishing personal identities for our staff we will help make the enrollment process more comfortable for prospective students. The same technique could also be applied to our instructional staff if (through collective bargaining) we could change the way we assign faculty to satellite classes.

47. Advertising: We should publish an annual list of courses we expect to offer.

Some students might be persuaded to take a sequential course if they knew we would try - contingent on enrollment - to offer the next course in the sequence in the following semester. The point would not be to limit what the College could offer in subsequent semesters but to aid students with their planning.

48. Advertising: At each satellite site we should erect roadside signs indicating CCRI's use of the facility on a continuing basis. We should also seek other means of communicating our continuing presence to satellite area residents.

Prospective students would be attracted and continuing students would be reassured by CCRI signs and other indications of permanance. We have already applied for permission to erect signs in Middletown and Woonsocket and should also do so in Westerly. Signs should be of the marquee variety so that we can change messages and announce registration dates. We should attempt to obtain daytime office space at the satellites and staff them with senior citizen volunteers (as we once did in Newport). The volunteers' role would be to answer basic inquiries and to make appointments for prospective students to meet with our evening staff.

We should also prepare a "fact sheet" on the college's operations at each site and a list of expected courses to be offered annually (#47). If we

printed the college "Viewbook" with a blank section, we could use the space to add material on each individual satellite. This new publication, together with Professor Fallon's excellent pamphlet on returning to school, would be an informative introduction to prospective students.

49. Promotion and Recruitment:
We should offer registration by telephone and we should accept credit cards for tuition and fee payment.

There is resistance to both of these suggestions (and the suggestions are certainly not new). But both would make registration at the satellites (and on the main campuses) much more convenient for people and might break down a few barriers to enrollment.

1. Registration by telephone. Students could be instructed to call in their course selection(s) and their addresses.
   Even with the system we now have we could reserve a seat for them in the course(s) and send them registration materials with the understanding that the forms and payment must be received promptly. In the future, all our advertising, brochures, and flyers should carry a toll-free telephone number for course registration.
2. All of our satellites and our Off-Campus Programs Office should have telephone answering devices. With these, class reservations could be taken on a 24 hour, 7 day basis.
3. Payment by credit card. Credit cards could solve problems we now face. At present, we are our own collection agency. Even the costs associated with credit card acceptance could be paid out of what we now write-off as bad debts. We would no longer have to look up students' financial records at registration or ask our supervisors to put students out of class when their checks bounce, or when they don't pay for course "adds."

In the future we might even consider a "CCRI Credit Card" for students who don't have regular commercial cards (many don't) and gift certificates for credit and non-credit courses (we wouldn't be the first college to do so). At the very least, we should initiate a deferred-payment tuition policy to assist our part-time, working population of students. After all, since we don't pay adjunct instructors a lump sum when they start teaching, we needn't collect the total from our students at the start either.

50. Promotion and Recruitment:
Use of Open House as a recruitment method.
Use of class break times for direct communications with students.

Our open house programs have been useful recruiting tools. A most important aspect of operation has been combining them with a program for enrolled students. Generally it is effective to schedule the open houses from 7 - 9 p.m. on a night that has many classes scheduled. Counselors should be available to answer questions and, if large enough numbers attend, a group presentation should be made. The reason for choosing nights when classes are in session is to emphasize to prospective students the extent of community college activity at the satellite.

Students in our regular classes usually take a break between 8 and 8:15. If coordinated with the faculty involved this time can be expanded to half an hour, which is sufficient to host a dean's visit (or a vice president's, or a president's). The idea is to provide for some social time - a common reason for students' attendance of evening classes but an activity typically overlooked in an efficiency-oriented system. The combination of these events accomplishes several purposes:

- Students gain an opportunity to register their concerns (and we hear first hand about problems and suggestions).
- There is opportunity for students to meet and share ideas with each other.
- We gain an important opportunity to communicate with our students who, during breaks, are really "a captive audience".
- Prospective students are introduced to the Community College through a group experience which demonstrates the interest of people like themselves in education.

Learning about the College, how easy it is to take courses, and the numbers of people who are already studying will likely make enrollment more probable.

(Note: Using class breaks for college events/communication can be effective for other purposes - such as orientation and pre-registration. We need the controlled communications mechanism which break times provide).

51. Promotion and Recruitment:
Class Visits by Prospective Students.

While open houses are useful, they still do not illustrate the classroom experience to prospective students. One way to convey this message to prospective students is to incorporate invitations to attend classes into our open house activities. Through advertising, prospective students might be invited to indicate their interest in attending a class beforehand; an alternative would be to use the open house as an occasion to offer a classroom invitation to interested guests. Of course, only the classes of faculty volunteers should be used.

The Math Lab at each of our satellite sites would serve as an excellent introduction to college study for prospective students. Not only would visitors not disrupt class activities but the Lab is organized to give placement tests on a drop-in basis. Students could be introduced to this method of instruction and advised of the level at which they should begin their studies.

In like manner, instructors could be encouraged to suggest "bring a friend" nights to their classes. Such personal introductions to higher education might prove quite effective. This would compliment the word of mouth advertising which has been shown to be one of the main factors in college choice.

52. Promotion and Recruitment:
Videotape Introduction to CCRI to Supplement Admissions/Counselor Interviews.

Both entering students and prospective students ask questions about college programs, program choice, admission to programs, the credit system, transfer, and other aspects of college study. A videotaped introduction to these questions viewable at the satellite sites might be a useful addition to our recruiting efforts. Some students might prefer to learn this information independently and for them it might make enrollment easier. This would supplement, not replace, our counselors at the satellites and for some students might make initiation of discussions with a counselor more comfortable. The technique could also be used as an introduction to our College catalogue and student handbook for already enrolled students.

53. Promotion and Recruitment:
Direct communication with students makes pre-registration more effective.

On the main campuses, pre-registration forms are mailed to students who are then responsible for returning them to the Registrar. Off-campus, the same is true except that our supervisors go to each class to briefly explain the process and answer questions. Faculty have never objected to this practice (more involved discussions are, of course, continued with students outside of class). This practice allows supervisors to highlight certain courses or to point out new additions to the satellite program. Our supervisors also encourage faculty to discuss related or sequential courses scheduled to be offered the next semester.

54. Promotion and Recruitment:
Distribute publicity on courses and programs at all College events and at all events sponsored by outside organizations at CCRI facilities.

Every college event attracts people and serves as an opportunity to publicize our courses. We should distribute college and course information at every event - every lecture, play, concert, sporting event-and to students in all our non-credit courses. Some people attending these events and courses will be at the College for the first time. With them, we will be reaching a new audience. But many will be our continuing students and friends. It is still important to put this information in their hands, for it is likely that they mention the College often to their friends and family but only in a general way. By providing literature we give them a specific message to help us publicize.

In the same way, we should make our literature available to all the groups which use our facilities when they sponsor their own events. Each organization presents us with a new audience and an opportunity to spread

our message to their unique circle of associates.

55. Promotion and Recruitment:
Find organizations to co-sponsor both credit and non-credit courses.

When we allow outside organizations to use our facilities for their own purposes, we build relationships with those groups and increase the number of people who know about us. We seem to have this notion well in mind on campus (see #54). But we ought to think of ways to accomplish this same purpose off-campus. One way of doing this would be to use our non-credit programs as an educational resource for community and private sector organizations. (Examples might include associations, institutions, non-profit organizations, agencies, constituencies, even business and industry groups). We should seek out these groups and explore their needs. Then we should take the advice of Jack Minzey, an authority on adult education: Whenever possible, find a co-sponsor for all of your non-credit courses. That way there is always a core of people interested in the course succeeding and the college will have help with its recruitment/publicity efforts.

We have already had experience with this sort of planning. An example would be our discussions with the Society of Manufacturing Engineers. We jointly developed a list of educational experiences that SME believed would be useful to its membership. Each one will in the future become the topic of a workshop (or a series of workshops) which SME will advertise to its nearly 1000 members. The workshops will be held at CCRI and when the College advertises them as non-credit courses, there will already be a core of SME students ready to enroll. Thus it will be more likely that the courses will draw sufficient numbers because our advertising need only add

students to the core. The Off-Campus Program has also developed this sort of co-sponsorship with credit courses. Examples are a math lab section with Raytheon Cooperation in Middletown and Machine Processes courses with the National Tooling and Manufacturing Association in Warwick.

One way of promoting this sort of co-sponsorship off-campus (both credit and non-credit) would be to write responsibility for these contacts into the job descriptions of our satellite supervisors (and, perhaps, to make these people salaried employees).

56. Promotion and Recruitment:
We should establish closer relationships with the various ethnic organizations in Rhode Island.

Currently we offer contracted courses at the DaVinci Center and to the Southeast Asian population. But there are numerous other possibilities in a state as ethnically diverse as Rhode Island. We should explore co-sponsorship of courses with all of these groups (e.g. Franco-American groups in Woonsocket, Azorean groups in Providence, the Asian-Americans in Westerly). We should also recruit graduates of the ESL program run by these organizations.

(Note: Whenever we offer a course to a community organization, we ought to include an orientation to College, tours of the main campuses, a survey of our programs and a discussion of the admissions process. One of the main points to remember is that students who take these courses may become regular students if we provide for transition).

57. Promotion and Recruitment:
We should make much more of an effort to recruit minorities to our satellite sites.

Currently (Fall, 1984) minorities comprise 6.8% of our total institutional enrollment. This figure, which has remained stable for the last five years, is generally regarded as acceptable. It does compare favorably with the percentage of minorities in the Rhode Island population (3.5% according

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to the 1980 census). But the comparison to the larger population is deceiving for two reasons. First, in compiling its enrollment statistics the Community College has no category for foreign students because we are not authorized to enroll them. However, foreign students do enroll and when they do they are almost all counted as minorities (examples are students from Cape Verde, the Azores, the Dominican Republic, Nigeria, Southeast Asia). Therefore, our 6.8% figure is actually inflated by our foreign student enrollment; or, without foreign students our minority enrollment would be less - we simply do not know how much less. We do know, though, that we have sizable populations of foreign students (e.g. 220 Southeast Asian refugees according to statistics supplied by the Hmong-Lao Unity Association). Second, Rhode Island's minority population does not exhibit the same socio-economic distribution as the larger population, that is more of them are low income. The Community College, therefore, should represent their best chance for higher education and minorities should be more in evidence at CCRI. A few comparisons provide perspective on this issue.

1. Within the State of Rhode Island, Brown University had the highest percentage of minority students among colleges and universities in 1982, the most recent year for which statistics have been compiled: 10.4% to the Community College's 6.2% that year. Moreover, the Brown figure does not include foreign students (7.4% of Brown's total enrollment) and so the difference between the minority enrollment of the two schools would be even greater because CCRI's 6.2% does include foreign students.

2. The 1982 statistics indicate that the minority/foreign student enrollment at CCRI was actually less by 65 students than the minority/foreign student enrollment at the University of Rhode Island. It was not reported how many of URI's minorities came from outside of Rhode Island.

3. In other states, the 1982 Federal HEGIS enrollment statistics show many community colleges with disproportionately high minority enrollments. Examples are:

New York:	Clinton Community College	12.8%
	Erie Community College (Buffalo)	13.6%
	Monroe Community College	11.6%
	Rockland Community College	20.4%
New Jersey:	Atlantic Community College	19.6%
	Burlington Community College	18.5%
	Camden Community College	15.0%
	Cumberland Community College	23.1%
	Essex Community College	80.1%
	Mercer Community College	19.0%
	Passaic Community College	70.3%
Maryland:	Community College of Baltimore	75.2%
	Catonsville Community College	16.6%
	Charles County Community College	10.9%
	Howard Community College	16.7%

Of course, direct comparisons of Rhode Island data to data from other states is not possible for a number of reasons. But these figures do indicate that elsewhere minorities make extensive use of community colleges as open doors to higher education. What we should work towards is some informed idea of how extensive CCRI is used for the same purpose.

Either through the state Office of Higher Education or our own Institutional Research Office we should track minority age cohorts through the public schools so that we may learn their persistence rates and their choices after high school. We need to know the rates of college attendance for Rhode Island's minorities compared to the rates for other population segments (indeed, it would also be useful to have college attendance rates according to socio-economic variables for the many comparisons that data would allow). And we need to know how favorably Rhode Island's minority attendance compares to that of other states. If we knew these things, we would have a better perspective on just how much opportunity for college attendance there is in our state.

One statistic which is available from the Rhode Island Department of Education shows that in 1983, 10.5% of all students in Rhode Island's elementary and secondary schools were minorities and this implies that our minority enrollments should be higher both because the percentage indicates that there are far more minorities in the younger age ranges than in other age categories (which is congruent with racial/ethnic birthrate statistics) and because, if these students are low-income, it is the unique role of our institution to serve them.

With better date we will be better able to judge how successful our effort to recruit minorities has been. There are many minorities in the satellite service areas who could be attracted to our programs provided we redirect our resources to their needs.

An important step towards increasing the effectiveness of our minority recruiting efforts would be the establishment of a committee on minority admissions, perhaps as a subcommittee of the Enrollment Management Committee proposed above (See #8). Composed of faculty, students, and community representatives, the committee might be asked to:

1. Review minority enrollments in each College program .
2. Review the effectiveness of remediation by tracking minorities from skills courses into programs and onto graduation.
3. Review exit interview information compiled by Student Services on all minority students who drop out or stop out.
4. Review the College's recruitment efforts among minorities and recommend improvements.
5. Develop a total marketing plan for minority recruitment.

Obviously, we should make more of an effort to recruit minorities to our main campuses as well.

58. Promotion and Recruitment:
Direct mail advertising is an effective way to promote our programs.

An alternative to reliance on newspaper inserts is a direct mail campaign. Most of the institutions we compete with do this now. For example, residents in Smithfield this past summer received direct mail brochures from RIC, URI Extension, Providence College, Bryant College, Fisher College and even Bristol Community College. They received none from CCRI.

The Off-Campus Program has had some experience with direct mail. Prior to the registration period for each semester we have written letters to the following: presidents/personnel directors of all firms or agencies employing 25 or more employees; presidents/directors of banks, service organizations, and retail outlets; EEO counselors; and clergy. The point of this correspondence has been to bring our course offerings to the attention of people who could post our notices publically or who might be asked for educational advice. We have also published flyers and course lists and have had them distributed to local sites (libraries, banks, supermarkets, laundramats, etc.) by our supervisors; and have requested registration dates be mentioned in radio and cable T.V. public service announcements. These direct mailings and distributions have proven effective.

In the future, all direct mail and direct distributions should be tested for their effectiveness. This can be done simply by color-coding the registration coupons on the mailers and flyers or by including an identification key in published advertising (e.g. a box number in a newspaper insert or in a "Penny-Saver"). Indeed, all of our advertising should be tested in this way.

Follow-up which tests the results of advertising requires the support of Student Services (the Registrar's Office, Admissions Office) and the Bursar's Office. Coordination for the effort ought to come from the Office of Institutional Research.

59. Promotion and Recruitment:
Send direct mail announcements to people who have previously indicated their interest in taking courses.

Prior to registration, too, notices of course offerings should be sent to the following groups (provided, of course, that they are not also being sent pre-registration materials):

- .everyone who has previously taken credit courses at the satellites but who is not currently enrolled ("stopouts" do not receive pre-registration material).
- .everyone who has ever taken T.V. courses.
- .everyone who has taken contracted courses (these students fall into two categories: those who began college as part of a group experience such as at the DaVinci Center or the ACI and those who were part of a program for business/industry but who may have ceased their association with that firm. In both cases the objective should be to encourage students to continue towards a degree.
- .everyone who has inquired about T.V. or satellite courses. (Each address should be entered on a master list as soon as it is received).
- .everyone who has taken non-credit courses at the satellites.

The point of these mailings is to reach people who have previously indicated an interest in taking courses. This is especially important because research shows that those who have enrolled in higher education are very likely to enroll again when they discover new learning needs.

60. Promotion and Recruitment:
Direct mail may occasionally focus on specific courses or programs (including support programs).

Courses which might appeal to special interest groups should be the focus of separate advertising. When the Off-Campus program scheduled a course in medical terminology at OIC, we sent flyers describing the course to medical and dental offices, hospitals, and community treatment centers as well as

to educational counselors at community agencies. The result was a fully subscribed course. The same procedure would be effective with retailing courses on Acquidneck Island (with mailings to shopping centers, retail chains and outlets, specialty stores and shops of all kinds). Advanced mailings which include an experimental early registration for single courses might also be successful.

61. Promotion and Recruitment:
We should distribute course lists to parents of elementary and secondary school children.

The parents of school-age children are an important group of prospective students. They are typically in the age categories that Fitzgerald, Toole suggest we target for advertising. Moreover, in the satellite areas we already have close relationships with school administrators and, in some cases, have been offered use of the schools themselves as vehicles for distribution. Woonsocket High School and the Chariho School District have both agreed to allow students to take flyers home to their parents. We should seek the same arrangements at our other sites. This distribution mechanism can be used to publicize our course listings, our open houses, and our other promotions. We could supplement the method by direct mail to the members of Parent-Teacher organizations in the satellite service areas.

62. Promotion and Recruitment:
To supplement our own mailing lists, we should use the services of a direct mail consultant such as Mercury Mail in Pawtucket. Direct mail houses have addresses for many categories of people who might be interested in study with us.

As Fitzgerald Toole point out, targeting our advertising increases the efficiency of our advertising dollars. Direct mail is the most cost-effective targeting method. One example of its effectiveness is a recent summer school advertising campaign of the St. Louis, Missouri, Community College District. They purchased a list of all students between 18 and 22 from the St. Louis area who were students at

other colleges. They then wrote to each of the students at their own colleges in the spring to announce the district's summer school. Their letter made several points: credits were fully transferable (provided courses were chosen properly), costs were low, and students could earn credits during the summer close to home. The letter drew a spectacular 14% direct positive response. Summer school enrollment soared.

We already have access to this same sort of list from Woonsocket High School and direct mail could therefore be the basis of a new summer school at that satellite. Direct mail houses have many other potentially useful lists of names and addresses.

63. Promotion and Recruitment:
The most effective way to reach prospective students is through differentiated marketing, that is by dividing our service area population into segments. Some additional suggestions.

"Segment!" is a watchword among marketing professionals. It was the advice of our media consultants for our advertising campaign and it is the principle underlying many of the suggestions mentioned above. For example, co-sponsorship of courses, contracts with ethnic associations, even business/agency linkages are all forms of market segmentation. But there are many other ways to apply the idea. Included here are some additional examples of how we might target our recruitment efforts.

The first two suggestions are based on the notion that the more familiar high school staff and faculty are with our programs and our seriousness of purpose, the more likely they will be to recommend study at CCRI to their students.

1. Service to high school counselors. The college/university admissions process is complex and constantly changing. Just as we

could become a resource to high school students interested in attending college (See #41), so too could we become a resource for their advisors. Included in this service might be workshops on college choice, the effectiveness of SAT coaching, financial aid, college selection resources, counseling techniques, the availability of special programs, career placement information, College Board advisories, academic advisories by national commissions or other bodies, and the use of microcomputers to manage college advisement records for large numbers of students. The counselors themselves could suggest many other topics, as could the leaders of their state-wide professional association (who might be willing to participate in such a project).

We should also host receptions/workshops on the programs and opportunities at CCRI and offer data to the counselors on the success of those of their students who enroll with us. This information would be valuable to their program evaluations and would be an additional opportunity for increased dialogue.

2. Service to high school faculty. Our own staff development program might be used to encourage dialogue between the College and the secondary schools if, when our departments or the college-wide staff development committee hosted workshops, we invited satellite high school faculty to participate. Many high school faculty are already active in the state-wide teaching development organization and would welcome an opportunity to work with CCRI faculty. Again, their increased familiarity with us might prompt them to recommend CCRI to their students.

3. Receptions for satellite area clergy. Clergy are frequently asked by members of their congregations for career or academic advice. In a sense, they are de facto educational counselors. One way for us to recognize their role is to send course and program information to satellite area clergy each semester - and this is a direct mailing we have been making for the last five semesters. Another way would be for us to initiate direct communication with clergy by hosting an annual mid-summer reception on the Warwick campus. The purpose would be to formally recognize the role of clergy as advisors and to support their activities through familiarization tours, explanations of programs and the admissions process, provision of literature, and by scheduling parish visits by our admissions staff where numbers might warrant them. This formalization of the clergy's role would be an effective way to reach their constituents and to make our continuing direct mailings more effective.

4. Service to the unemployed and to high school dropouts. Some time ago, a Carnegie Commission task force recommended that community colleges assume responsibility for counseling high school dropouts because the colleges have the necessary resources to carry out this function. The same would be true for the unemployed. By cooperating with other state agencies, we could create centers on our main campuses and at the satellites to offer:

- Individual academic and career counseling.
- Seminars on career choice/career transition.
- Training, retraining, and educational opportunities.
- Basic skills and GED instruction (See #22).
- Financial aid information.
- Labor market analysis and forecasting.
- Training in job search techniques (interviewing skills, resume writing).
- Access to the State's computerized job bank.
- Job clubs.
- Follow-up on client training, education, or placement.

Clearly, this would be a major new role for CCRI and we would have to find additional resources to assume such a responsibility. But other states have already begun this service (e. g. Massachusetts' waiver of tuition for the unemployed) and we might find allies if we made this proposal to our governing board and made inquiries among other State departments.

5. Direct mail to high school seniors. An astonishing number of colleges send promotional literature to high school seniors. Direct mail houses and even the College Board make student addresses available. Bulk mailings would be an efficient method for us to contact these prospective students, too - especially if our literature presented us as a serious alternative for the first two years of a baccalaureate program and as an institution which offered occupational programs with high placement records.

6. CCRI visit days for high school juniors and seniors. An occasion for direct mail contact with high school students could be our invitation to juniors and seniors to attend a reception at CCRI on one of the days set aside for teacher workshops in the public schools. With just a single morning's program, we could introduce ourselves and the ways in which CCRI is uniquely responsive to student needs.

7. Direct mail to selected groups of community residents/leaders. Many people in our satellite service areas who are either associated with educational activities or members of service clubs might be willing to recommend study at CCRI if they knew more about our programs and our course schedules. We could send information to them by direct mail and include a note asking them to help us reach area residents or to inform their associates who might be interested in higher education. Examples would include

our advisory board members, adjunct faculty, local school board members, high school faculty, and service club members. To reach the service clubs, we should also encourage our regular faculty to speak at weekly meetings.

8. Make videotape presentations on specific CCRI programs available to individuals who express interest in those programs. The whole point of market segmentation is to target small numbers of people for information they may use rather than distributing the same inforamtion to whole populations, most of whom would discard it. The obvious problem lies in knowing ahead of time who the small number might be. For example, how can we identify the best prospects for our electronics program from everybody else in Rhode Island? At first glance, this seems impossible, but there is actually a simple way to do it: Put the information in the hands of people who advise individuals on career/educational decisions and let them do our distribution for us. What follows is a proposal which puts this idea to work.

   The best salesmen for our programs are the faculty who teach in those programs. They used to visit high schools and do our recruiting but now that function has been absorbed by the admissions office. The problem is, however, that it is difficult for our admissions representatives to keep abreast of developments in our many programs and impossible for them to go through the details of every program when they speak to general high school audiences. We could address these issues by putting the faculty back into the recruitment process by recording them on videotape.

   The Community College should produce a videotape presentation on each of its occupational programs. These presentations should include interviews with program faculty who would:

   - Highlight their programs.
   - Discuss prerequisites and requirements.
   - Report placement information (e. g. job prospects, starting salaries).
   - Describe what students study and what graduates do.

   The interviews could be supplemented by comments from students and graduates. If these presentations were organized into fifteen minute segments (an amount of time a faculty member might spend with one student at a high school college night), we could include a segment for each of our programs plus segments on what we do for women, minorities, and other students with special needs on one single videotape (either VHS or Beta)! Direct mail could also be used to tell prospective students where they could view the presentations. These tapes could be distributed across the state to:

- High school counselors.
- Vocational high school counselors.
- Educational Opportunity counselors.
- Veterans affairs counselors.
- Rhode Island Job Service counselors.
- Local libraries.

These professionals could then make the tapes available to their advisees and clients. We could also use the tapes on campus for admissions interviews, lateral transfers, orientations, placement counselling, special programs (for women, minorities, targeted populations), and for training counselors and faculty advisors. Additionally, we could make the tapes available in our Learning Resources Center and perhaps even air them over local cable T.V. The result would be that we created a powerful linkage between our own faculty and prospective students. A secondary benefit of this proposal would be that the production of each program could be an exciting learning experience for students if they were invited to participate. Moreover, production would provide an opportunity for student/faculty collaboration on an important project.

We could begin by distributing tapes to the high schools which host our satellites and the state vocational high schools. Limited distribution would allow us to test the results prior to full implementation.

There are numerous other population segments we could design activities to reach: displaced homemakers, parents of high school students, the handicapped, people interested in the health professions, people who might qualify for credit for experiential learning. The list is limited only by our imagination. All of these categories could be contacted by direct mail. We might also cooperate with various professional associations to offer continuing professional education through our Community Services Office. Many professions urge or require such study and we have already had some experience in this area (e.g. continuing education in nursing).

A Final Note:

Obviously there are many ways to improve the Off-Campus Program. Hopefully this paper will provide some direction and prompt other people within the College to come up with their own ideas or to improve on these suggestions. But it may also be valuable to single out a few things that, in my opinion, would do the most to improve our satellite operations.

1. Strengthen the academic environments at each of our satellites by increasing the importance we accord to teaching and faculty. For example,
   - . Establish strong continuing relationships with the adjunct faculty who teach at each site.
   - . Encourage regular faculty to teach at the satellites.
   - . Make provision for faculty office hours at the satellites.
   - . Change the way we assign faculty to teach at the satellites by allowing regular faculty to choose courses before registration but not after cancellation decisions are made. Students should know who their teachers will be.
   - . Revise our scheduling policy so that three credit courses meet twice a week. Once-a-week classes are an excessive accomodation to commuter students and dilute our academic program.
   - . Place more emphasis on students making use of library resources.
2. Establish closer connections between the College and the satellite communities we serve.
3. Systematically apply institutional research to the issues involved in

Enrollment Management. Kemmer, Baldridge, and Green warn in Strategies for Effective Enrollment Management that, "Data collection is a critical yet often ignored component of Enrollment Management. Most administrators do not have ready access to recruitment and retention data. Moreover, the organizational structure impedes the analysis and dissemination of data that are critical to informed policy making."

4. Improve the support services that we deliver to counter attrition at the satellite campuses and attempt to create a sense of community at each site.
5. Initiate fresh services to assist independent learners with their learning efforts.
6. Apply the concept of market segmentation to our promotion and recruitment efforts.
7. Increase the level of communications between the College and businesses/industries/agencies.
8. Create full time coordinators positions for our major satellites. We need on-scene decision makers who can work with faculty, students and advisory groups to build our programs.

ADDENDUM

The effectiveness of the Off-Campus Program could be improved by the addition of the following resources:

1. Two positions for Representatives to Business/Industry/Agencies. Our Business/Industry/Agency program does double-duty. It sells our services and it manages the programs it initiates. Each on-site program demands attention and with our limited staff this means that time taken by managing a program detracts from time available for new contacts. There are two possible solutions to this problem: hire coordinators to manage the on-site programs (as we have done in the case of the Foxboro Company) or add sales representatives to the office.

   The Business/Industry/Agency connection is an important one for the College. At present, we are administering programs with Electric Boat, Foxboro, RI Hospital, Raytheon, NTMA, Harris Graphics, the RI National Guard, the DaVinci Center, the Hmong-Lao Association, and the Adult Correctional Institutions. But in the case of many projects, as we fulfill current needs enrollments can be expected to decline in the future. These projects should be replaced by new ones with other employers. Two likely examples of future decline are Foxboro and Electric Boat (especially if Navy contracts go elsewhere, or if there is a decline in defense spending).

2. Community College of Rhode Island signs for each satellite site. We need to establish symbolic permanance at each site. This would also help advertise our services to people who frequent the buildings. We have permission to erect signs in Middletown and Woonsocket (in fact,

a sign was ordered for Middletown). We should add a sign at Westerly, too.

3. Copying machines at each satellite site. These will make it possible for us to duplicate materials faculty occasionally request the night of a class. It will also improve our own communications with students because occasionally we have short-term duplicating needs, too.

4. Direct telephone access to the Off-Campus Program. We should establish a toll-free number so that students and prospective students in each satellite area may reach us with their questions and concerns.

5. Answering machines. Every call we get should be answered and many calls come after 4:00 p.m. daily and on weekends (especially when T.V. courses are broadcast). We should have the capability to respond to each inquiry and to publicize scheduling and registration information during registration periods.

6. Word Processing capability. Our office was among the first to use word processing and over the last few years, we have found many uses for this technology. However, our requests for equipment have thus far been denied. Among the uses are:

faculty handbook
correspondence with department chairmen, staff, faculty, students
labels for various groups
course listings to departments, to the Registrar, to Admissions, to Public Relations, and to the Bookstore
advertising copy (flyers, and other materials we generate)
Off-Campus Newsletter
student questionnaires
budget records
direct mail (including labels for direct mail categories and for all new inquiries)
contracts with business/industries/agencies
contracts for use of off-campus facilities
payroll/attendance records
pre-registration course schedules
faculty evaluations
fact sheets for T.V. courses

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